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ABSTRACT

This paper describes a practicum that aimed to increase black students' participation in extracurricular activities and school clubs. The lack of participation resulted in black students' feelings of alienation and negative attitudes toward the school. The program's goals were: (1) to increase the number of black students participating in extracurricular activities and school clubs; (2) to make students aware of the existing clubs; and (3) to improve black students' self-esteem. To attain the goals, the program used club orientation sessions, guest speakers, and a workshop that focused on building positive self-esteem, parent and community involvement, and conflict resolution strategies. The data indicated that for the 30 students as a group, participation in extracurricular activities and school clubs increased by 100 percent. All student participants became knowledgeable about the existing school clubs, and there was a 100 percent increase in self-esteem. The results confirm that a club orientation program, combined with parent, teacher, and community involvement, can benefit all students, not just black students. Appendices, comprising 35 percent of the paper, provide various study documents such as student surveys and assessment instruments. (Contains 21 references.) (Author/GLR)

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ED 366 672

A Program to Increase Black Student Participation in Extracurricular Activities in Grades 9-12 Through Teacher, Parent, and Community Involvement

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Betty J. Bowers

Cluster 38

A Practicum II Report presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1992

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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Approved:

2-9-93
Date of Final Approval of Report

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Georgianna Lowen, Ed.D., Adviser

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The writer gratefully acknowledges the contribution of a special group of people to the success of this report. In her role as adviser, Dr. Georgianna Lowen made the practicum process pleasant, meaningful, and special.

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ABSTRACT

A Program to Increase Black Student Participation in Extracurricular Activities in Grades 9-12 Through Teacher, Parent, and Community Involvement. Bowers, Betty J., 1992: Practicum II Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Cocurricular Activities/Clubs/School Related Activities/Student Activities/After School Programs/Athletics/Student Interest/ Enrichment Activities/Student Volunteers/Curriculum

This practicum aimed to increase black students' participation in extracurricular activities and school clubs. The lack of participation resulted in black students' feelings of alienation and negative attitudes toward the school.

The writer's goals were: (a) to increase the number of black students participating in extracurricular activities and school clubs, (b) to make students aware of the existing clubs, and (c) to improve black students' self-esteem. To attain the goals, the writer used club orientation sessions, guest speakers, and a workshop that focused on building positive self-esteem, parent and community involvement, and conflict resolution strategies.

The data indicated that for the 30 students as a group, participation in extracurricular activities and school clubs increased by 100%. All student participants became knowledgeable about the existing school clubs, and there was a 100% increase in self-esteem. The results confirm that a club orientation program, combined with parent, teacher, and community involvement, can benefit all students, not just black students.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The work setting for the practicum is a public secondary school located in an urban community in the southeastern part of the United States. The ethnic composition of the community is 93% white upper and middle class families and 7% minority families (blacks, Hispanics, Asians, and American Indians). Occupations of the parents of students enrolled in this school are diverse; 40% of parents are engaged in skilled jobs and service industries. The other 60% are lawyers, doctors, real estate developers, and engineers.

The professional staff of this high school is composed of 74 teachers; 62 are full-time classroom teachers and 12 are part-time instructors. Thirty-eight of the 62 teachers hold advanced degrees beyond the bachelor degree level. Student services personnel include 3 full-time counselors, 1 vocational counselor, two media specialists, and one career consultant. There are 4 administrators at the school: 1 principal, 2 assistant principals, and 1 activities director. The services of a school psychologist and a speech and hearing therapist are available.

Other support personnel at the school include six clerical workers who serve in various capacities. Three of the six are administrative secretaries, one is the activities secretary, and two are switchboard operators. The custodial staff maintains the beauty of the school, a security officer maintains the safety of the

students and the school, and the food service personnel prepare wholesome meals for the students and staff.

The total student enrollment for the 1990 and 1991 school year was 1,249; 71% white (886), 7% black (90), 16% Hispanic (199), 5% Asian (62), and 1% American Indian (12). Fifty-three percent (662) of the students came from east of the city and 47% (587) of the students came from west of the city.

The socioeconomic level of the student population was varied. One-fourth came from upper class backgrounds, two-fourths came from middle class backgrounds, and one-fourth came from lower class backgrounds.

The community strongly supports the school in a variety of ways. The school advisory committee keeps the local community informed of school activities, classroom volunteers provide small group and/or individualized remediation for students who need such assistance, lay persons pay for the American College Test or the Scholastic Aptitude Test for students who cannot afford to pay, and the principal's advisory committee shares recommendations from the community about level of activities that would enhance the school.

The school houses ninth through twelfth grades. There are four middle schools in the district. This school is a feeder school for two of the middle schools. The school's curricula provides over 300 course offerings. These courses range from basic skills courses to a variety of Honors and Advanced Placement courses.

Writer's Work Setting and Role

The writer is one of seven social studies teachers in the school. The practitioner earned an Educational Specialist degree in Social Studies and is

certified at the secondary level. The writer also has a Masters of Science degree in Administration and Supervision and has been in education for 24 years. The writer is responsible for teaching five World History classes. Two of the classes are Introduction to World History and three are World History Honors classes. Additionally, this educator is responsible for creating a classroom environment that is conducive to learning and appropriate to the maturity and interest of the students. The writer employs a variety of instructional techniques and instructional media in the classroom, assesses the accomplishments of students on a regular basis (testing), provides progress reports as required by parents and the school administration, and assists the social studies department and the administration in implementing all school policies and rules governing student life and conduct.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The number of black students participating in clubs and extracurricular activities at the writer's school needed to be increased. The writer's school had an excessive number of black students who were not participating in the school's clubs and extracurricular activities as compared to other ethnic groups in the school. Black students' feelings of alienation, negative attitudes about the school, and lack of knowledge about the different clubs and extracurricular activities were factors that greatly influenced these students' nonparticipation in clubs and extracurricular activities. It was quite evident that there was a need to implement ways to help black students develop a sense of belonging to the school and change their negative attitudes towards it. There was also a need to impress upon these students the significance of participation in clubs and extracurricular activities at both high school and postsecondary level.

The problem at the writer's school was an excessive number of black students did not participate in clubs and extracurricular activities as compared to other ethnic groups in the school. Table 1 illustrates the number of students who participated in clubs and extracurricular activities in 1990-91.

Table 1

Record of Students Who Participated in Clubs and Extracurricular Activities, 1990-91

Ethnic group	Number of students	Number of students participating
White	886	575
Hispanic	199	98
Asian	62	38
American Indian	12	8
Black	90	9
Totals	1,249	720

Problem Documentation

Individual responses to an extracurricular activity survey administered in the fall of the 1990-91 school year by the writer indicated that 9 out of 90 black students participated in clubs and extracurricular activities. In addition to the survey, interviews by the writer with black students during the fall of 1990-91 revealed a lack of knowledge about the different clubs and extracurricular activities.

The activities director's master student participation record for the school year 1990-91 revealed: 575 of 886 white students participated in clubs and

extracurricular activities, 98 of 199 Hispanic students participated in clubs and extracurricular activities, 38 of 62 Asian students participated in clubs and extracurricular activities, 8 of 12 American Indian students participated in clubs and extracurricular activities, and 9 out of 90 black students participated in clubs and extracurricular activities.

Causative Analysis

The problem at the writer's school stemmed from six basic causes. The first cause was the fact that black students were unaware of the existence of the 23 school clubs. The lack of knowledge about these clubs was attributed to the lack of a club orientation program for students.

The second cause of the problem was the feeling of apathy and alienation by black students. The writer observed prior to surveying the black student population in the fall of 1990-91 that few black students participated in the school's extracurricular activities and, in addition, showed a very weak sense of affiliation in the school's clubs. It is quite evident that there was a need to implement ways to help black students develop positive feelings of belonging to the school. Many black students felt unwanted and, as a result, a negative reaction to the school's social structure and climate prevailed.

A third cause of the problem was that there were no existing clubs organized that were particularly interesting or met the unique needs of black students. The 90 students surveyed indicated the need to organize a club that would not only enhance their self-esteem needs but also enhance their academic achievement and social experiences as well.

A fourth cause of the problem was poor socialization skills (i.e., listening, talking, and cooperating with others). Many black students came from backgrounds that were economically, socially, and politically disenfranchised, according to school records and the local police department. The environmental surroundings, according to the local police department, were high crime areas infested with drug activities. The environmental surroundings only allowed students to have a few positive and enriching social experiences and less access to the more prestigious aspects of the dominant culture.

A fifth cause of the problem was the black students' feelings of low self-esteem. Several students, during informal interviews with the writer, indicated the desire to participate in school activities and succeed in school; however, the students did not possess the necessary skills and know-how to make this happen. Repeated failure and tracking was very frustrating and extremely damaging to their self-esteem. Some of the black students made negative judgments about their self-worth, and these negative judgments have limited their participation in clubs and extracurricular activities.

Finally, the lack of black parent involvement in school activities was a cause of the problem. According to Calabrese (1989), black parents feel "powerless" in their efforts to make a difference with their children. Some parents are convinced that the organizational structure of schools is too complicated, therefore, their willingness to become involved is futile.

Relationship of the Problem to the Literature

Barnes (1980) pointed out that low self-esteem and negative attitudes contribute to black students' nonparticipation in clubs and extracurricular activities. He stated further that the development of self-concept in black children takes place under extremely difficult circumstances. Black children, for example, are placed in classes where rigidity and conformity are stressed; the teachers generally assigned to such classes are more likely to be perceived as uncaring. In this environment, black students frequently rebel through nonparticipation, tardiness, and a general negative attitude toward school.

Welles and Chunn (1989) concluded that academic practices associated with schooling, such as grade retention and tracking, have been immeasurably damaging to the low self-esteem and negative attitudes of black children. Given the conjunction of these potentially crippling conditions, one would expect a very low self-esteem in black children. Secondly, the support system necessary for the development of a balanced self-concept is often precarious if not nonexistent for many black American children.

According to Graziano (1987), retention and educational placement are the most frequently mentioned among the social-learning experiences. Repeatedly, the two factors can be presented either as a cause or a consequence of poor self-esteem in black children. These authors suggested that, in many ways, school systems may compound the problem through such practices as grade retention and classification of black children as "learning disabled."

Chapman (1988) contended, in the face of such negative experiences as tracking and grade retention, that black students develop increasingly negative

attitudes and low self-esteem about themselves and school activities. The school should decrease negative forces that promote both alienation and low self-esteem. Conversely, according to Chapman, it should increase positive reinforcement through individual awards and individual recognition for the purpose of building self-esteem in black children. The primary emphasis should be the need to give more black students a chance to present their talents to their peers and to be approved and recognized by their peers for their achievements.

Johnson and Faunee (1952) explained that black students do not participate in extracurricular activities because many clubs are not particularly interesting to them nor do they meet the unique needs of black students. Special emphasis should be given to the socialization skills that black youngsters need to compete in academics and extracurricular activities. Black students must be provided with motivational and informational activities aimed at the improvement of self-esteem, socialization, and academic achievement.

Latimer (1987) stated that the educational system is slow to encourage, indeed can discourage, black youngsters from participating at all levels of the educational system. In addition, there is an insidious peer pressure and immature code of racial pride that defines blackness in terms that often exclude excellence in things beyond song, dance, and sports. According to Latimer (1987), black students are confronted with stereotypes that frequently do not invite them to participate in clubs and extracurricular activities. Those black youngsters who do participate are often the confident children of the middle-class who find easier acceptance and more encouragement than the less privileged and whose families have the money and time to support their interests.

London (1987) stated that E. Mavis Heatherington reported that between 40 and 50% of black children born within the last twenty years live in a single-parent family. The situation at the writer's school is in keeping with these national figures. Student records at the writer's school indicated that 50% of black students (45) enrolled at the writer's workplace were living in a single-parent home. London marveled at the number of overburdened, single, working parents who are able to find the time and energy to adequately support their children in the total school program. With the large number of single parents' work schedules, many are unable to transport their children to after school club meetings and other extracurricular activities.

According to Sleeter and Grant (1988), low-income parents face many barriers to active involvement in their child/children's schools. Those barriers include work schedules, feelings of intimidation by educators, and daily survival problems. In addition, the lack of black parental involvement is also attributed to the parents' feelings of being unwelcome and lacking the skills and information necessary to make an impact on the school system. Therefore, Sleeter and Grant (1988) continued, many black parents become disenchanted and withdraw from the educational process.

Greenberger and Steinberg (1989) explained that employment in some cases undermines the black students' social experiences at school. The authors further stated that black student participation in clubs and extracurricular activities is limited because these young people have to work to help out their families. Furthermore, as part- and full-time employment among these students increases, a major concern to educators is the extent to which employment not only influences their social experiences but also their academic achievement.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and objectives were projected for this practicum. The goal of this practicum was that black students will participate in the school's 23 clubs and other extracurricular activities. The writer expects to affect positive change in these students which would motivate them to become active participants in the school's total program.

Behavioral Objectives

The objectives were:

1. Upon completion of an eight-month practicum, the writer expects 25 of the 30 students will begin to participate in clubs and extracurricular activities.

2. Upon completion of an eight-month practicum, the writer expects 30 black students who participated in the writer's practicum to be knowledgeable about each of the 23 clubs and extracurricular activities.

3. Upon completion of an eight-month practicum, a review of the activities director's student participation record will show an increase of at least 50% participation in clubs and extracurricular activities by black students.

4. Upon completion of an eight-month practicum, 30 students will have improved self-esteem.

Measurement of Objectives

A pre-extracurricular activity survey (see Appendix A) was developed to get an accurate count of black students who did not participate in any school clubs or extracurricular activities. This instrument was developed to assess the extent to which black students were involved in extracurricular activities and school clubs. Without conducting a needs assessment, the writer would have found the implementation for this practicum difficult. The writer compared the activities director's master participation record for 1991-92 (see Appendix B) after implementation with the record for 1990-91 (see Appendix C) before implementation. This instrument determined the increase in black student participation in clubs and extracurricular activities.

A second (post) extracurricular activity survey (see Appendix D) was developed to determine increased participation in clubs and extracurricular activities by black students as a result of the writer's practicum. An analysis of the data obtained from this instrument helped the writer to conclude that schools that maximize participation in extracurricular activities and clubs can especially enhance black student participants' sense of satisfaction with the school.

Students' knowledge of school clubs as perceived by black students was one of the primary causes for the lack of participation. A pre and post student poll (see Appendix E) was devised to determine what, if any, information was known about existing school clubs. Being aware of school clubs would increase their participation in clubs and extracurricular activities, as would more information about the extracurricular activities.

Finally, a pre and post teacher-made general self-esteem inventory (see Appendix F) was developed in order to determine whether student activities developed by the writer in this practicum were beneficial to the students' self-concept and socialization needs. This instrument facilitated comparisons of the same students at different points in time including reevaluation of students after interventions had been implemented. In addition to the pre and post teacher-made self-esteem inventory, the writer also instructed each student to write an essay or make a tape recording of the benefits of the practicum activities on them personally. Essays or tape recordings were evaluated using an evaluation instrument developed by the writer (see Appendix G). This approach provided a unique motivational activity aimed at the improvement of self-esteem.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem at the writer's school was an excessive number of black students did not participate in clubs and extracurricular activities as compared to other ethnic groups in the school. Much research related to solution strategies was available for student participation in high school clubs and extracurricular activities. The writer read many articles related to self-esteem and the effects of extracurricular activities on high school students. Based on this information, the writer developed several strategies for a successful practicum.

Strickland (1988) said that in order for black children to be successful learners and active participants in school clubs and extracurricular activities, educational models and programs that focus on their development should be developed. Strickland further stated that children, especially poor and black children, need to be more socially developed today than the children of twenty, ten, or even five years ago in order to cope with changing society and to establish effective peer group and student-teacher relationships. In order for black children to be successful learners and active participants in their school's total program, they need more than the teaching of basic skills. Indeed, this author indicates that black children need an educational program that focuses on their social development. Many of the black students at the writer's school admitted that the reason they do not participate in school clubs and

extracurricular activities is because they are shy and do not know how to express themselves.

Rodriguez (1989) believed that special emphasis should be given to teaching black students social skills that are needed to be active participants in school clubs and extracurricular activities. Furthermore, programs should be incorporated in schools to enhance self-esteem in economically disadvantaged minority children, especially blacks and Hispanics. In keeping with this author's point of view, the writer has observed that the environmental surroundings of the black students who attend the writer's school have very few enriching social experiences that would help them to become socially active in school clubs and extracurricular activities.

Rodriquez (1989) cited the creation of a student organization for minority students (blacks and Hispanics) in Camden, New Jersey, at Woodrow Wilson High School. The Future Professionals of the 21st Century Club was organized to meet the unique social needs of these high school students of color and to increase their participation in clubs and extracurricular activities.

Stewart (1985) explained that black students need knowledge about their history, culture, and heroes to help improve their self-esteem. Therefore, schools must use intervention strategies to encourage black students to learn about black American contributions to the arts, history, and science. The author also suggested that schools begin providing informational activities aimed at the improvement of self-esteem as well as academic achievement.

According to Hare (1977), teachers and guidance counselors should find out things that individual black students can possibly do well and encourage their involvement. Black students of various talents can be encouraged, for

example, to play a musical instrument, join the chorus, participate in sports and athletics, paint, play chess, debate on competitive programs, participate in oratorical contests and clubs, act in the drama club, or engage in a number of other out-of-class activities. The author further stated that people usually possess a capacity or aptitude for two or more things that they can do well if given the opportunity and experiences or training. In different words, let the black student do what he can do best, absorbing himself in it, then, let him feel good and confident about it, along with feeling a sense of strength from it.

Strickland and Cooper (1987) suggested that schools must change in order to meet the growing needs of all students. According to these authors, change involves dissecting the status quo, studying the school, increasing black and Hispanic students' participation in extracurricular activities, and improving student achievement. In addition to helping all children, there should be a platform of equity and vision. Through a mini-study, these authors learned that many black children in secondary schools felt unwanted. For them, the climate was conducive only to failure. Deficient in many social skills and burdened by the stigma of failure, black students reacted to the structure and climate that prevailed. School rules limited their involvement in clubs and activities based on academic grade-point averages.

Zakariya (1987) said that school involvement by black students not only fosters successful social and academic experiences but also enhances the self-concept. Additionally, these positive experiences can establish good relationships with various faculty members and other peers with whom the student might not have had contact during the regular school day. Sometimes

an encouraging word from some role model or significant other can make a positive difference in an adolescent's life.

Gibbs (1987) said that black children, especially black males, can no longer be excluded from clubs and co-curricula activities (such as field trips and science fairs) and extracurricular activities (such as sports and clubs). Instead, games, hands-on activities, music, art, drama, debate, and conversation could be used to enrich, enliven, and transform both academic and extracurricular programs. The author further reported that by excluding black children from participating in all of a school's program contributes to the demise of their self-respect and lowers the child's self-esteem. Educators and counselors must search for and speak to the black child's strengths, enrich his perceptions, make way for the clarification of his values, and facilitate his thinking and learning.

Morill (1975) explained that the task of our schools is to prepare all students for life. Organized social and club activities are good for providing a place to learn participation and socially acceptable behavior. Morill believed that the clubs and extracurricular activities exist to prepare youth for life. The author proceeded to justify certain school activities: student council for promotion of good citizenship; athletics for healthful physical training, developing loyalty, and promoting self-control and fair play; social and club activities for providing a place to learn socially acceptable behavior; and journalism groups, drama, music, and other such groups for expanding what is learned in the classroom. The author concluded that since the task of our schools is to prepare all students for life, then these activities do this. Morill believed that all students should be encouraged to participate in clubs and

extracurricular activities because participating in these activities can serve as techniques to also enhance black student self-esteem.

Becker (1984) suggested building a support system to get black parents involved in parent-teacher associations and black children involved in extracurricular activities. Educators, according to the author, do not recognize that all parents are integral to education. The author further explained that the school administration should recognize that black parents--single or married, employed or unemployed--want a good education for their children. Unless school administrators do something to combat the negative feelings black parents have about their school, these negative attitudes and sense of alienation will continue. Black parents will then transmit their negative attitudes and sense of alienation to their children who, in turn, will continue to have experiences that reinforce their parents' perceptions and who, in time, will transmit their own sense of alienation to yet another generation. Therefore, the challenge ahead for educators is to collaborate with and involve black parents in the school's activities. According to the author, many things can be done to involve black parents in the school's programs. Inviting parents to attend various workshops, teacher-parent conferences, supervising an event, and going to PTA meetings are ways of communicating with black parents. Students along with parents should be invited to attend programs centered around topics like teen pregnancy, alcoholism, drugs, and child/spouse abuse.

Description of Selected Solution

The writer observed during the 1990-91 term that 9 out of 90 black students enrolled in this high school participated in the school's clubs and extracurricular activities. The writer viewed the lack of nonparticipation by black students a serious problem that could have negative affects in school and very definitely affect one's adult life. The writer believed that not only do students who participated in clubs and extracurricular activities do better academically, but they also develop other facets of their personalities in the process. Self-esteem, self-confidence, social cooperation, and leadership skills are just a few of the cognitive factors that are affected. The writer also believed that student participation in clubs and extracurricular activities allowed students to blend various aspects of their academic learning into personal action. The writer attempted in this practicum to develop activities that increased black students' participation in the school's clubs and extracurricular activities.

The students were enrolled full-time in the writer's school. The writer conducted group activities with the 30 black students selected to participate in this program. These sessions evolved around improving students' self-esteem and socialization skills, participation and leadership skills, techniques to alleviate black students' feelings of alienation, and developing positive attitudes toward the school and peers. The writer used a variety of techniques that directly impacted the causes associated with these students' problems.

The writer met with the school administration to explain the proposed eight-month practicum and gained approval to implement the practicum. The writer served as leader and program facilitator for these students. This process

allowed for students and teachers to confer with the writer informally to discuss any problems that arose during the eight-month implementation. The writer conferred with the county staff development director to select a leadership workshop facilitator. This person was in charge of the on-site leadership workshop for the 30 black students and their parents to increase participation skills. This workshop was opened to all interested persons.

The writer addressed the parents of these 30 students in a special evening meeting to brainstorm and solicit their help in encouraging their children to participate in the total school program. This process involved the parents in a meaningful relationship with the school's activities and their children. The writer believed that this was the first step in getting these students to participate in clubs and extracurricular activities.

The writer met with teacher-sponsors to give them an overview of the proposed eight-month practicum and coordinated a schedule for each sponsor (see Appendix H) to address the 30 black students in a club orientation meeting. This process increased these students' awareness of the organized clubs and other extracurricular activities that were currently functioning at the writer's school.

The writer conferred with the school's media specialist to order appropriate video tapes to reinforce group activities scheduled by the writer on Mondays. The media specialist was very instrumental in confirming the use of these tapes and recommended other audiovisual materials that could possibly be used during the proposed eight-month practicum implementation period.

The writer developed a contract of commitment (see Appendix I) that promoted a sense of responsibility for these 30 students. Black students should

be given greater responsibility for their own behavior. A sense of individual obligation can help the black student to realize that the burden is on him alone. This can also encourage him to carry out a duty or task that he can feel proud of or from which he can gain a sense of esteem. Responsibility also implies getting black students involved in the extracurricular activities in roles that they can feel good about and in ways of developing a sense of achievement and control over a job carried out (Hare, 1977).

The writer contacted local businesses to donate coupons, plants, and gift certificates for black parental involvement in the writer's school. The writer's past experiences with black parents have indicated that many black parents have to have a "tangible" reason for participating in group activities. This process provided those tangible items as incentives for parental participation.

The writer coordinated a schedule (see Appendix J) for guest speakers to come in each week during the 32-week implementation period. The topics of these presentations varied but shared a common theme, which was to provide a motivational incentive to encourage these students to become participants in the school's clubs and extracurricular activities.

The writer surveyed black students at the end of the implementation period to determine increased participation in the school's clubs and extracurricular activities. Consistent involvement by these 30 black students in the writer's practicum activities aided each of these students in improving self-esteem, developing a sense of self-worth, building positive and meaningful relationships with teachers and peers and developing positive attitudes about the school.

The writer contacted community church leaders regarding the use of a church van to transport students to and from club meetings and extracurricular

activities. One of the reasons students indicated that they did not participate in the school's clubs and extracurricular activities was due to a lack of transportation. Providing these students with means of transportation made it possible for them to become active participants.

The writer obtained parent permission for each of the 30 students to participate in these practicum activities. A parent permission letter was written by the writer and sent home for parent(s) to sign (see Appendix K). Each of the 30 students were asked to return their permission letter to the writer prior to implementation.

The success of this practicum depended on the leadership role taken by the writer. The writer took the initiative to ensure that all facets of the program were carried out. Establishing clear lines of communication and dissemination was the primary task of the writer. The writer coordinated all efforts needed to make this practicum a very special and successful one.

Report of Action Taken

The solution implementation strategy for this practicum began after receiving approval to begin the implementation phase of the practicum.

Once this approval was obtained, the school and administration and the chairman of the social studies department were informed regarding permission to implement this practicum as part of the total school program. Permission was granted.

Once all appropriate permissions were granted, the writer secured all necessary supplies, videotapes, and audiovisual equipment that were needed for implementation to begin.

The writer made all necessary preparations to give an overview of the eight-month practicum. Parents of the 30 students involved were addressed; teacher-sponsors and guest speakers schedules were coordinated. The writer met with the 30 students participating in the program to explain all practicum activities and to give each student a contract of commitment to be read, signed, and given back to the writer. The writer kept each student contract in a file folder to remind each student of his responsibilities and obligations.

The writer contacted local businesses (McDonald's Corporation, Shoemaker's Florist, Knight's Grocery, Endless Beauty Salon, Flora's Boutique, Frank's Barbeque, and Patti Cake Nursery) to donate coupons, plants, gift certificates, etc., to encourage black parent involvement in the practicum experience.

The writer contacted and met with the pastor and officers of the Macedonia Baptist Church to explain the writer's practicum and to obtain permission to use the church's van to transport students to and from practicum activities.

Prior to implementation, the writer conferred with the director of staff development to select a leadership workshop facilitator. After much discussion, Dr. Emma Rembert of the Education Department at Bethune-Cookman College was selected as workshop facilitator.

During Month 1, the writer spent many hours meeting with teacher-sponsors and the president of each of the school's 23 clubs. Following these meetings, the writer scheduled a preorientation meeting for the 30 practicum

students with the president of each school club (see Appendix L). These sessions were arranged to acquaint the practicum participants with each club's purpose, bylaws, membership requirements, fund-raising activities, and school and community projects that they were involved in. Following each presentation, there was always a question and answer period.

Month 2 (Week 6) was the beginning of many new experiences for the 30 practicum students. The first Monday session of Month 2 was a very exciting one. At the beginning of the session, the writer gave a brief introduction and explained again all practicum activities that these students were to be a part of, and gave an overview of the purpose of the practicum. During this session, each student signed a contract of commitment to the practicum activities. Each student's contract was placed in a folder for future reference.

On Tuesday of Month 2, Week 6, the practicum participants met in the writer's classroom for a formal introduction of all the guest speakers that would make a presentation during the eight-month practicum. Following a formal introduction of each guest speaker by the writer, each guest speaker gave a short introduction of him/herself which was followed by each student introducing themselves. Guest speaker topics were also given at this session (see Appendix M). Having so many positive black role models in one room at the same time was certainly an eye opener for these students.

Wednesday and Friday of Month 2, Week 6, were set aside for an informal student-teacher conference with the writer. During these two sessions, the writer was provided with a picture of agreement from both students and teachers that participating in these practicum activities was an opportunity to capitalize on an untapped, vast resource, that resource being black students.

Thursday of Month 2, Week 6, provided an opportunity for the school's activities director to address the practicum participants about the importance of participation in the school's clubs and extracurricular activities. The director explained to the students that by participating in school clubs, they were not merely developing leadership skills for the future, they were providing leadership to their peers, families, and others. All students were quite receptive.

Many different activities were scheduled for Week 7 of Month 2. The objective of Week 7 was to improve student participants' self-esteem. On Monday of Week 7, Month 2, the writer gave a brief lecture and showed a videotape, "Liking Me: Building Self-Esteem." The videotape demonstrated ways of improving self-esteem. The writer's presentation encouraged the participants to start reading about their heritage so they could begin to identify themselves with the positive contributors and attributes of black America. Thus, they could gain and maintain esteem from their sense of pride and positive identification. The lecture and videotape were followed by the students dividing into groups for discussion. The participants were asked to bring suggestions to be shared at the next session for the purpose of nurturing self-worth and building confidence in themselves.

Tuesday of Week 7, Month 2, student participants assembled for thirty minutes to hear Mrs. Alma Cambridge, a guidance counselor, speak on the topic, "What Is Self-Esteem." The guest speaker was received very warmly by the students. Many ideas and suggestions were given to aid in building positive self-esteem. During the question and answer session, the participants asked interesting questions about activities they could do to improve their self-esteem.

Wednesday of Week 7, Month 2, was an informal conference day. Several students showed up to discuss possible activities and to share ideas for future sessions.

Thursday of Week 7, Month 2, the writer and student participants met with the Band Council and DECA club sponsors for orientation. Each sponsor provided excellent information about the clubs' purpose, objectives, procedures, and other prerequisites for joining. Following each presentation, the students asked questions. One question asked was: "How could the school band aid socialization?" The sponsor's response was: "The school band gives students the chance for recognition and the opportunity to satisfy certain urges. The band satisfies urges of curiosity about music. Youth can travel and see new places--band trips provide this opportunity. Students like to be with peers of both sexes and band provides this time for socialization." The writer found this to be a timely question and a very appropriate response. The participants and the writer thanked the sponsors for their participation.

Friday of Week 7, Month 2, nine of the students met with the writer informally. During the course of the conversation, these individuals felt they would benefit from these activities in different ways and to different extents.

Week 8 was a continuation of building positive self-esteem activities. Monday of Week 8, Month 2, the writer started out by reviewing the agenda for this week's activities. This presentation was followed by showing the videotape, "Me Power: Building Self-Confidence." This videotape explored the powerful influences of self-confidence on one's ability to cope with every aspect of life. Following the videotape, the participants divided into groups for a discussion of the videotape. Each student wrote two questions on a 3" x 5" card to discuss

during the discussion period. During the discussion, there were many ideas and recommendations made for building self-confidence.

Tuesday of Week 8, Month 2, the participants met in the writer's classroom to hear the presentation of educator/coach Ray Bowers. Mr. Bowers' topic was "Self-Responsibility." He encouraged the students to take responsibility for their own behavior and reminded them that having responsibility should be a motivator for taking action to make things happen. These students summarized In two to three sentences the highlights of the speaker's presentation.

Wednesday of Week 8, Month 2, the group of student participants met with the writer to discuss ways to take an active role in their classroom. Some suggestions by the writer were to participate in the development of classroom rules and meet periodically with teachers to discuss issues of general concern. The students were very optimistic by the end of the session.

Thursday of Week 8, Month 2, the writer and student participants met with Eaglettes and FBLA sponsors for club orientation. After sponsor presentations, the students participated in an extensive question and answer session.

Friday of Week 8, Month 2, students nor teachers requested a conference.

Week 9 of Month 2 focused on acquainting students with the components of self-esteem, integrity, self-acceptance, self-responsibility, and independent thinking. The first task of the writer during this session was to explain each of the components and cite examples that illustrated them. The writer emphasized, for example, that self-esteem is one of the most important factors influencing school success. When students lose motivation and interest in school and begin to focus on issues affecting their feelings such as relationships with others, problems, fears, and anxieties, they are less likely to be directed toward school

clubs and activities. Following a brief discussion, the writer assigned the students to make a list of their positive and negative behaviors and decide which behaviors they wanted to change. This assignment was the point of discussion for the next Monday session. After the assignment, the participants were dismissed.

Tuesday of Week 9, Month 2, the participants and the writer met to hear Dr. Loris King discuss the topic "How to feel good about yourself." The speaker explained that young people need to feel that they are a part of the important people in their lives. They need to feel that it is all right to be different or special. They need to feel that they have the opportunity to make choices. They need to know that there are role models that serve to help them establish meaningful goals, ideas, and personal standards. At the conclusion of the session, students asked questions such as: Why did you become a doctor? Was it hard? Were you afraid that you wouldn't make it? Did you have a mentor? The writer observed the participants' increasing ability to ask intelligent questions and to demonstrate their feeling of self-confidence. This kind of display was very comforting to the writer.

Wednesday of Week 9, Month 2, 9 of the 30 participants met with the writer informally. The focus of this informal meeting was "How to get professionals to serve as mentors." Some of the students commented that they live with a single parent who works three jobs. This meant that the parent does not have time to spend with him/her. These students felt by having an assigned professional to work with would possibly introduce them to possible careers, help them to set goals, become really active in school activities, and perhaps meet for lunch at the school cafeteria. Many ideas and suggestions were shared.

On Thursday of Week 9, Month 2, the writer and participants met with Flagline and FCA sponsors for club orientation. The activities and goals of the clubs were explained by the sponsors. The students asked questions following each presentation. Questions that were asked were: What is the frequency of meetings? Do you have more females than males participating? At the conclusion of the session, students were dismissed.

On Friday of Week 9, Month 2, no one requested a conference with the writer.

Monday of Week 10, Month 3, began with a discussion of students' lists of negative and positive behaviors. The focus was on negative behaviors the students wanted to change. The writer took the lead in modeling her negative behaviors which was followed by a group discussion. Each student's presentation indicated a change in two areas: (a) to contribute to positive classroom involvement, and (b) to improve or develop better classroom relationships with peers.

On Tuesday of Week 10, Month 3, the participants met to hear Mr. Larry Word a black accountant speak on the topic "Develop Good Interpersonal Skills." The presentation lasted thirty minutes and emphasized such social skills as: (a) giving compliments to others, (b) accepting responsibility for actions, (c) cooperating with peers without prompting, (d) accepting peers' ideas for group activities, (e) listening to others, (f) using time wisely, (g) completing tasks on time, and (h) following directions. Following the presentation, students asked questions and made a one minute presentation on interpersonal skills. All agreed that developing interpersonal skills is very important.

Wednesday of Week 10, Month 3, several interested teachers and practicum participants met with the writer to comment on the importance of helping students to understand how to put interpersonal skills into practice and suggested that practice sessions be provided to reinforce specific skills. This type of feedback was very encouraging to the writer.

Thursday of Week 10, Month 3, 30 students and the writer met with sponsors of the French Honor Society and the JROTC Color Guard for orientation. Each presentation lasted fifteen minutes. Membership requirements were explained and prerequisites such as grade point average were emphasized by the sponsor of the French Honor Society. During the question and answer period, the participants asked to be provided with a list of activities and projects these clubs are involved in.

Friday of Week 10, Month 3, neither students nor teachers requested an informal conference.

On Monday of Week 11, Month 3, the writer explained an activity to further improve the self-esteem of the participants. The activity focused on the students researching and learning about black American contributions. Students were instructed to research their hero and prepare a skit on the life of the person selected. The writer answered questions students had about the assignment following the explanation.

On Tuesday of Week 11, Month 3, the students and the writer met for thirty minutes to hear guest speaker Jerry Primus (school principal) discuss the topic of "School Involvement: Is It Important?" The presentation lasted twenty-five minutes, emphasizing three areas to assist students in active school involvement. These areas were: (a) motivation, (b) discipline, and (c) self-

concept development. Following the presentation was a question and answer session. The speaker was thanked and the students released.

Wednesday of Week 11, Month 3, student participants requested an informal meeting to discuss more fully their skit presentation.

Thursday of Week 11, Month 3, the students and the writer met with the JROTC Drill and Bushmasters sponsors for club orientation. These sponsors chose to use a videotape presentation method rather than the lecture method to inform the students about these clubs. The sponsors, however, answered questions the students had following the videotape.

Friday of Week 11, Month 3, again student participants met with the writer to prepare and rehearse their skit presentation.

Week 12 of Month 3 (Monday) was the beginning of role play activities for the participants. Each student researched, directed, participated in writing the scripts, and performed in a skit involving a famous black American. Some of the people students depicted were: (a) the late Reverend Martin Luther King, Jr., (b) Leontyne Price, (c) Barbara Jordan, (d) Thurgood Marshall, and (e) Jackie Robinson. When the program started, the students had so little self-esteem that they did not want to be reminded they were black. This strategy was very successful in helping to improve the self-esteem of the participants.

Tuesday of Week 12, Month 3, police officer Charles Lee of the county sheriff's department met with the writer and the participants for thirty minutes. The officer's topic was "Conflict Resolution, Its Impact on Self-Esteem." The speaker suggested to the students two things: (a) keep a positive attitude all year and (b) develop strategies for solving problems that have been demonstrated by other students. Following the question and answer session,

students were given conflict situations in which they had to solve. The writer and students thanked the officer for the presentation. The students were dismissed.

Wednesday of Week 12, Month 3, the student participants met with the writer to informally discuss individual student progress and to share feelings about the benefits gained from the practicum activities so far. Student responses were very positive.

Thursday of Week 12, Month 3, the writer and the students met with the JROTC Rifle Team and the Key Club sponsors for orientation. Each sponsor used the chalkboard to list club objectives, purpose, and membership responsibilities. The sponsors answered other questions the students had during the question and answer period.

Friday of Week 12, Month 3, the writer met with several student participants for an informal conference. The meeting was requested by the students to discuss the importance of eye to eye contact when talking to another person. Information was provided by the writer followed by a demonstration. These students then demonstrated eye to eye contact by reading from several excerpts of a speech given by the writer.

Monday of Week 13, Month 3, the participants concluded their skit and role-play activities involving famous black Americans. A discussion followed each presentation regarding: (a) effectiveness, (b) alternatives, and (c) student benefits.

Tuesday of Week 13, Month 3, the participants and the writer met to hear guest speaker Veronica Shoemaker (black businesswoman) discuss the importance of good work ethics and their impact on self-esteem. The speaker gave information to the group about work ethics and also some techniques for

establishing good working relationships. The speaker's presentation was followed by a student activity. She went around the circle and asked each student to share one of their personally proud moments. The speaker's purpose for the activity was to find out how the students felt about themselves. This was then followed by a question and answer session. The speaker was thanked for her participation and the session concluded.

The participants met with the writer on Wednesday of Week 13, Month 3, to give feedback on role-play activities. All students found the activity to be quite rewarding and enjoyable.

Thursday of Week 13, Month 3, the students and the writer met with the Math Club and National Honor Society sponsors for club orientation. Each sponsor made introductory statements about their club which was followed by a distribution of handouts containing information about each club. This was followed by a question and answer period.

Friday of Week 13, Month 3, only one student requested a conference with the writer. The student's objective was to share with the writer the rewarding and exciting experiences she had during the practicum schedule of activities for the first three months.

Month 4 began with a variety of activities to involve black parents in school activities. On Monday of Week 14, Month 4, an evening meeting took place between the writer and black parents. The writer introduced herself again and instructed each parent to do the same. The writer explained that parents play a major role in the education of their children. When parents and teachers work together, education can move forward. A positive parent-teacher relationship

ensures the continuity and developmental environment that children desperately need.

Several strategies for involving parents were discussed (see Appendix N). There was a very lengthy discussion and many different views on the topic of parent involvement. The writer provided information abut PTA meetings and the school's extracurricular activities. The writer answered questions following a general parent discussion session.

On Tuesday of Week 14, Month 4, the students and the writer met to hear guest speaker William Allister, a black businessman, speak on "What is Cooperation?" The speaker lectured for fifteen minutes and showed a videotape "Learning to Cooperate." The tape emphasized: (a) taking turns, (b) solving problems together, and (c) students helping each other. Following the videotape, the speaker divided the students into groups to make a list of ways to cooperate in school. This activity was very effective and stimulating. A question and answer session followed.

On Wednesday of Week 14, Month 4, student participants met informally with the writer to further discuss the topic of cooperation.

Thursday of Week 14, Month 4, the student participants and the writer met with the Spanish Honor Society and Youth in Government sponsors for club orientation. A club handbook for each club was distributed for students' perusal followed by a ten-minute lecture by each club sponsor. Students were then given a sign-up sheet for possible membership involvement. A question and answer session followed.

On Friday of Week 14, Month 4, no informal conferences were requested.

On Monday evening of Week 15, Month 4, the writer's second meeting with parents took place. The writer started the session with a ten-minute get acquainted period. A videotape, "Parents as Partners, Helping Our Children" was shown. This program was designed to provide parents with insights and techniques that would help children learn participation and cooperation skills. Following the tape, parents divided into discussion groups to discuss the tape. The writer asked for feedback from each group following discussion. Parents found the presentation and group discussion very helpful and made a commitment to join the school's PTA organization.

On Tuesday of Week 15, Month 4, the participants and the writer met to hear television anchorwoman Valerie Williams of Station WEVU-TV discuss the importance of a positive self-image. Following a ten-minute presentation, the speaker had group members introduce themselves by giving their name preceded by an adjective which starts with the same letter or sound, for example, "Christmas Carol." She also asked the group members to choose an adjective that tells something important about who they are, what they do, or how they feel. This continued around the circle until the last person had given an adjective/name. This activity impacted the participants in a very positive way. A question and answer session followed. The participants thanked the speaker and were dismissed.

Wednesday of Week 15, Month 4, the students met informally with the writer to express their appreciation and gratitude for the enriching experiences they had gained by participating in the practicum activities.

Thursday of Week 15, Month 4, the participants and the writer met with the S.T.A.N.D. sponsor for club orientation. A club handout was given to each

student by the sponsor for future reference. The sponsor gave more information about the club and then answered students' questions. The session was very enlightening for the participants.

On Friday of Week 15, Month 4, the sponsor for S.T.A.N.D. met with the writer for an informal conference to discuss the possibility of a follow-up session. The sponsor's request was arranged.

The importance of learning social skills was the objective for Week 16. In this highly technological society children are growing up in, without social skills they will be unable to cope. On Monday of Week 16, Month 4, the writer started the session by defining and giving examples of social skills, such as taking turns and listening to others. Following this introduction, a videotape titled "Person to Person--Learning to Cooperate" was shown. This tape illustrated the importance of communication skills in young people's lives. Following the tape, students participated in a group discussion. An activity called go-arounds was introduced by the writer. This activity ensured that each group member participated at least once during the group session. Ideas on ways to cooperate and interact with other students were shared by group members.

On Tuesday of Week 16, Month 4, the participants met with guest speaker Linda Wynn, guidance counselor, to learn how to cope with peer pressure and how to get along without going along. The speaker gave a five-minute presentation on human relations and self-reliance. She continued by showing a videotape, "Peer Facilitators: Youth Helping Youth." The tape showed that many young people have problems identifying with themselves and showed various alternatives to help them. It further showed how young people can help each other. The speaker explored peer pressure and encouraged the students to

make independent decisions. The students participated in a brief question and answer session following the presentation.

Wednesday of Week 16, Month 4, the informal session was left open for whatever special needs that had arisen during Weeks 14 through 16. Some students were involved in role playing, communication, and free discussion.

Thursday of Week 16, Month 4, the writer and student participants met with the sponsor of the Environmental Club for club orientation. Orientation with the Interact Club sponsor had to be rescheduled due to personal problems. The Environmental Club sponsor gave a brief overview of the club's purpose, bylaws, and membership qualifications. Participants were encouraged to join the club and become active members. The session closed with a question and answer period. The participants' response to the presentation was one of excitement.

Friday of Week 16, Month 4, was another unstructured session. This session was left open for whatever special needs that had arisen during Week 16. The students chose free discussion.

The beginning of Week 17 was a very exciting time for the participants. The students shared in an experience that was unique. The writer opened Monday's session of Week 17, Month 4, by asking the group about different kinds of clubs that interested them. Many responses were given. Following a short discussion, these students divided into five groups to brainstorm and select a name for a school club that would teach leadership skills. After all suggestions had been given (see Appendix O), the group voted unanimously to call the club Excelsior. The acronym in the club name represented a quality the students felt proud of. E = Excellence, X = Expectation, C = Change, E = Endurance, L = Leadership,

S = Service, I = Intellect, O = Opportunity, and R = Responsibility. The participants felt a real sense of pride and accomplishment following this activity.

Tuesday of Week 17, Month 4, was a continuation of the earlier guidance counselor presentation. The counselor concluded the presentation by advising the students to: (a) be aware that some friends will become jealous of their progress, and (b) to elicit the assistance of a counselor who has had experience in counseling minority students or who knows the value and danger of peer pressure. The participants thanked the speaker and were dismissed.

On Wednesday of Week 17, Month 4, there were no requests for an informal conference with the writer.

On Thursday of Week 17, Month 4, the writer and the students met with the Student Council and Hi-Y sponsors for club orientation. Each sponsor gave a 15-minute speech about each club and showed slides about projects they were involved in. After the slide presentation, each sponsor answered questions the students had.

Friday of Week 17, Month 4, 15 of the 30 students met with the writer for an informal conference to share a personal "high" experience since the last informal session.

On Monday of Week 18, Month 5, the writer addressed the issue of conflict. A discussion to present an understanding of conflict and the ways to handle it at the time was held. This helped to set the stage so that the students had a clear understanding. The film "Resolving Conflicts" was shown. It discussed true to life vignettes in resolving conflicts and illustrated several conflict resolution strategies. Following the film, the writer gave each student a handout listing the steps to conflict resolution (see Appendix P). Once these steps were

understood, an issue was presented and the students went through the steps in order to resolve that issue. By teaching students positive, prosocial ways to handle the conflicts they encounter, they become more productive, sociable people.

Tuesday of Week 18, Month 5, the participants and the writer met to hear guest speaker Dr. Thomas Richey, superintendent of Collier District Schools, and Roy Terry, district activities director. Both speakers spoke 15 minutes on "Extracurricular Activities: Are They Important?" The speakers suggested to the students two things: (a) Participate in clubs and extracurricular activities because they prepare you for life, and (b) Learn by doing. There was a question and answer session following these presentations.

On Wednesday of Week 18, Month 5, 12 of the 30 students met informally with the writer. The discussion centered around verbal communication that facilitated good interpersonal relations and that which did not. Some of these students (early noncontributors) came out of their shell because of the relaxed setting. This was a positive experience for these students

On Thursday and Friday of Week 18, Month 5, the writer met with the students to discuss problems and/or concerns about the first ten club orientation sessions. Many of the students expressed their gratitude on being selected as participants in the writer's practicum. Their only concern was the limited amount of time guest speakers and club sponsors had for their presentations.

On Monday of Week 19, Month 5, the objective was to improve students' cooperation and interaction skills and to determine leadership workshop topics. Thirty students were divided into six groups to brainstorm for topics they would like discussed at the on-site leadership workshop. After twenty minutes of

brainstorming, 18 topics were suggested (see Appendix Q) and the session ended.

On Tuesday of Week 19, Month 5, the students heard guest speaker principal Dan White speak for 15 minutes on student involvement in the total school program. The speaker's message to the students was "School involvement begins with a good sense of self-worth or self-esteem." The speaker encouraged the students to do four things: (a) Appreciate your worth and importance, (b) appreciate the worth and importance of others, (c) be accountable for yourself, and (d) affirm your responsibility toward others. Each student summarized highlights of the speaker's address on a 3" x 5" card for group discussion. The students had the occasion to positively relate to the administrator, whereas their previous encounters with him might have been in disciplinary situations.

On Wednesday of Week 19, Month 5, in an informal conference, many students spoke positively about Tuesday's session with the school principal. There was considerable evidence that the session had an effect on the participants.

Thursday and Friday of Week 19, Month 5, was a continuation of discussing problems and/or concerns. Some of the students in the group expressed a desire to have additional individual sessions either with the principal or club sponsors. The session ended using a go-around procedure in which each student had a turn to respond to the discussion.

On Monday of Week 20, Month 5, the students were divided into groups to decrease workshops to be discussed to five. After much group discussion, each group shared with all other groups their suggested topics. The five topics (See

Appendix R) chosen for the workshop were listed on the chalkboard and the students were pleased with their selections.

On Tuesday of Week 20, Month 5, the students heard councilman Paul Muentzer discuss the topic "Student Government." The participants were challenged to: (a) become actively involved in local government affairs, (b) learn democratic decision making through participation in student council, and (c) develop meaningful student participation in relevant social and political extracurricular activities. Following the question and answer session, light refreshments were served. This was appreciated by the students.

Wednesday of Week 20, Month 5, the informal session focused on nonverbal communication.

Thursday and Friday of Week 20, Month 5, focused on a discussion of students' perceptions and reactions to the final club sponsor orientation sessions. The participants continued to demonstrate a comfort level by participating in more dialogue and asking more questions.

Monday of Week 21, Month 5, the writer, parents and students began planning for the leadership workshop for Saturday. A program agenda was made, committee responsibilities given, vendors for donating lunch were contacted, and arrangements for rooms within the school to hold the conference were assigned. Other parents and interested parties were invited, and the local news media (newspapers, TV, and radio stations) were made aware of the workshop in case they wanted to cover the workshop on that day. The session was very productive and rewarding. Refreshments were served after the session.

On Tuesday of Week 21, Month 5, the students and the writer met to hear guest speaker (city councilwoman) Veronica Shoemaker discuss the topic "Why are Student Activities Important?" Reasons were given: (a) student activities prepare youth for life, and (b) the opportunity to obtain a knowledge of human personality plus the ability to use that knowledge in daily contacts. The last 15 minutes of the session was a question and answer period. The students also wrote an essay on key points made by the speaker. The speaker was thanked and participants released.

Wednesday of Week 21, Month 5, students met with the writer informally for assistance to improve self-discipline and self-esteem. The activity "You Are Special" (Shedd, 1984) was the resource used. Success stories were shared with the group. The stories were about how others made it in life using self-discipline and having high self-esteem. A favorite was about Bill Cosby's early career in high school and how he learned to cope with failure. Attention was good and responses to questions were animated.

Thursday of Week 21, Month 5, Math, Key Club, Student Council, and Interact sponsors met with 15 of the 30 participants to further explain their clubs' activities and procedures. More questions were asked which indicated a higher comfort level for the students.

Friday of Week 21, Month 5, 25 of the 30 students met informally to thank the writer, parents, and sponsors for their roles in the practicum activities. The final 15 minutes were reserved for a party.

The leadership workshop was conducted on Saturday of Week 21 by Dr. Emma Rembert of Bethune-Cookman College. Three different sessions provided small group activities for students and parents. Many diverse ideas

were shared. In this way, students and parents developed stronger leadership skills. The format of the sessions included communication skills, leadership development, and organizational techniques. Dr. Rembert provided more information and activities on: (a) group process which included team building, roles in groups, cooperation/competition, behavior observation and understanding, and conflict management skills; (b) problem-solving and decision-making (brainstorming, problem-solving methods, and individual and group decision making); (c) communication (verbal and nonverbal communication skills, effective listening, and interpersonal and group communication); and (d) self-awareness (self-esteem and personal motivation).

The content of the workshop sessions was directly related to accomplishing the goal and objectives by providing organized, hands-on, individual and group activities for both students and parents.

To be alienated is to lack a sense of belonging, to feel cut off from family, friends, school or work. Months 6 and 7 were spent organizing activities centered around helping the students acquire a better understanding of themselves and the school. These activities helped eliminate their feeling of alienation from the school and aided in developing positive attitudes about it.

With the assistance of the school's principal and activities director, the writer had each of the 30 students perform certain tasks. These tasks helped the students to further develop meaningful relationships with teachers and staff, and further eliminate feelings of apathy and alienation from the school. These tasks also helped to create a sense of self-worth and made it easier for the students to

involve themselves in clubs and extracurricular activities, which was the goal of the writer's practicum.

Week 22, Monday through Friday, the objective was to involve students in performing certain school tasks to eliminate apathy and alienation from the school. Ten of the students collected and delivered scan-tron attendance folders to and from the science department six periods each day for this week. Scan-tron folders were taken to the attendance office. At the end of the week, the writer conferred with science teachers and the attendance secretary for evaluation of students, students' performance in terms of promptness of collection/delivery, and overall behavior and attitude. The writer was given a positive report on each of the students.

Weeks 23 through 25 objectives were the same as Week 22. Ten different students for each of these weeks were selected by the writer to collect and deliver scan-tron attendance folders. These folders were from the English, social studies, and math departments. At the end of each week, the writer conferred with teachers of each department and the attendance secretary for an individual student performance report. All reports were positive. This was an indicator to the writer that the students had begun to develop positive attitudes about the school and no longer felt alienated from it.

Monday through Friday of Month 7 the students were involved in more activities to prevent alienation. Five students selected by the writer read the morning announcements over the school's intercom system during homeroom, and five different students read the afternoon announcements during sixth period. During the same week, ten students served as tour guides for incoming ninth grade students' orientation, and ten students served as office aides and

hall monitors during lunch and study hall. All participants were involved in these activities at some point. The writer concluded from observation and conversation with the students and teachers that these strategies worked and much improvement in students' attitude and feelings about the school had changed from negative to positive.

Weeks 27 through 29, Monday through Thursday, each student visited six different club meetings to observe the proceedings. Each student kept a notebook on club meetings attended, and met with the writer each Friday to discuss each student's perception and value of each club meeting. Many students were impressed with the school clubs visited, and made a commitment to join at least two of these clubs. The writer was very elated from talking to the students and realized that these participants were willing to become actively involved in the total school program. This was the goal of the writer's practicum.

Monday of Week 30, Month 7, activities for building self-esteem continued. The video tape, "Who Am I" was shown. The tape explained self-concept, illustrated sources of self-concept, and showed how to improve one's self-concept. A very positive group discussion ensued and students were asked to create a list of their positive strengths. During the discussion, the participants displayed positive self-esteem and confidence.

Tuesday of Week 30, the participants and the writer met to hear guest speaker Kimberly Long (architect) speak on the topic of "Interpersonal Skills in the Workplace." The speaker ended the presentation by showing a videotape "Why Is It Always Me!" This tape showed how to improve personal relationships and how to solve problems in one's daily life. The students were divided into four groups to work together and list five ways they could improve their

relationship with others. A very lively group discussion followed. The speaker was thanked and the session ended.

Wednesday of Week 30, Month 7, the informal session was left open for discussion of needs or concerns the participants had. Many participants chose to continue discussing which school clubs they would affiliate themselves with.

Thursday of Week 30, Month 7, the sponsors of S.T.A.N.D. and Interact addressed the participants and recruited five of the students to join these two clubs. This was a very significant and rewarding informal session. A brief question and answer session followed.

Friday of Week 30, Month 7, the sponsors of Hi-Y and the Environmental Club made a second appearance to address the group. Proposed meeting frequency and attendance requirements of members were discussed by the sponsors. The participants and the writer saw this session as being very positive.

Week 31 of Month 7 was designated to continued improvement of students' self-esteem. On Monday of Week 31, Month 7, the writer began the session with a brief lecture followed by a videotape titled "Self-Concept: How I Know Who I Am." The tape focused on the nature of self-concept, what it is, where it comes from, and how it affects behavior. After the tape, the writer engaged the participants in an activity called self-portrait. Each student was instructed to "draw a picture" of themselves using five positive descriptive words. Each student had to tell the group: (a) which descriptive words they chose, and (b) what they did that made those words accurate descriptions of themselves. The results of this activity showed that the participants felt good about themselves. The writer thanked the participants for their active participation.

Tuesday of Week 31, Month 7, the writer and students heard from guest speaker, educator Marie Snow. The topic discussed was "How to keep positive self-esteem." Mrs. Snow's advice to the students was: (a) Be proud of your heritage; (b) Be goal-oriented. Have specific aims in mind and strive to meet them. This will give you a sense of purpose; (c) Be focused. Don't let negative peer pressure or any misgivings as to your convictions and abilities deter you from doing what is right and pursuing your goals. Don't settle unnecessarily for mediocrity. During the question and answer session, the participants were actively involved. The session was very stimulating and the participants' self-confidence seemed to blossom. The speaker was thanked and refreshments were served.

On Wednesday of Week 31, Month 7, the entire group of students met with the writer informally to discuss the self-portrait activity that had been done during Week 31. Many students expressed positive feelings of self-esteem and requested this activity to continue.

Thursday of Week 31, Month 7, sponsors of FBLA and Flagline spoke to the group. Membership eligibility and specific services provided by the clubs were discussed. Two participants committed to joining these clubs after the question and answer session. All student participants displayed enthusiasm and confidence during the session. The speaker was thanked and refreshments were served.

Friday of Week 31, Month 7, the students discussed with the writer the possibility of a community service activity that they could be involved in. The writer recommended assisting the Brand of Life Ministries by donating coloring

books and crayons to be distributed at Christmas time. The recommendation was accepted.

On Monday and Tuesday of Week 32, Month 8, the final meeting with the group was held. The writer conducted a post extracurricular activities survey and compared the activities director's master participation record to previous records to determine increased participation by black students in clubs and extracurricular activities. There was a tremendous increase. The writer administered a post self-esteem inventory and a post student poll to determine increased self-esteem and knowledge level of school clubs. Results of the writer's practicum were shared with the school administration, and the writer completed Practicum Report II.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

The problem was the lack of black student participation in the public high school practicum site where the writer is an instructor. The chosen solution included the following goals: (a) to increase black students' participation in clubs and extracurricular activities, (b) to make black students aware of the school's clubs, and (c) to improve black students' self-esteem.

After identifying the practicum goals, four objectives were established to accomplish these goals. The objectives are:

Objective 1:

It was projected that during the eight-month practicum, 25 of 30 black students would begin participating in clubs and extracurricular activities. Table 2 gives the results of this objective as compared to the prior year with no intervention strategies.

The writer's expectation was fulfilled and surpassed when all 30 students became members of two or more clubs. As a result of the writer's intervention strategy, 10 of the 30 students joined two different clubs and 20 of the 30 students joined one club. Additionally, these 30 students responded to a post extracurricular activities survey (see Appendix D). When asked during the wrap-up session why they joined these clubs, 100% of the students responded. They were motivated by the writer's practicum strategies, and they had the desire to

"gain information, become actively involved in extracurricular activities, and improve their skills." Each of the 30 students felt the practicum intervention strategies were worthwhile and by actively participating in these activities contributed positively to their decision to join these clubs. Many of the students responded that they did not understand why this kind of activity had not been done before.

Table 2

Comparison of Black Students' Participation in Clubs and Extracurricular Activities

	Black student population	Number of students participating	Percentage
1990-91	90	9	10%
1991-92	90	30	100&

Objective 2:

It was projected that the 30 black students who participated in the writer's practicum program would be knowledgeable about each of the 23 clubs and extracurricular activities. Table 3 shows the results of 30 black students' knowledge about school clubs and extracurricular activities. The writer's expectation was fulfilled with each of the 30 students gaining knowledge about each of the 23 clubs. These 30 students responded positively to a post student poll indicating knowledge about each school club. Students responded that

they "learned a great deal." It was also stated that each student gained a substantial amount of knowledge within a relatively short time. Participants reported during the wrap-up session that there was also improvement in the social and academic areas as a result of being involved in these practicum activities.

Table 3

Comparison of Pre and Post Student Poll–Knowledge of School Clubs

	Number of students polled	Number of students knowledgeable about school clubs	Percentage
1990-91 Pre Poll	30	0	0%
1991-92 Post Poll	30	30	100%

Objective 3:

It was projected that at the end of the implementation period, a review of the activities director's student participation record would show an increase of at least 50% participation in clubs and extracurricular activities by the 30 black student practicum participants. Table 4 shows the results. Surpassing the writer's expectations, all 30 practicum students had begun to participate. As previously stated, 9 out of 90 black students were actively involved in extracurricular activities. Through the influence and association of the 30

selected practicum students, 51 other black students became actively involved in extracurricular activities and 10 of the school's 23 clubs. As indicated by the activities director's student participation record, there was a 100% increase in active involvement by all 90 black students enrolled in the writer's school. The writer received many positive comments from the administration, teachers, and students in regard to the tremendous participation.

Table 4

Comparison of Activities Director's Student Participation Record: 1990-91 and 1991-92

	Number of black students	Number of black student participants	Percentage
1990-91	90	9	10%
1991-92	90	90	100%

Objective 4:

It was projected that at the end of the implementation period, 30 black students would have improved self-esteem. During the eight-month implementation, these students felt more comfortable about their school setting. A post general self-esteem inventory (see Appendix F) was presented to the students at the conclusion of the practicum. Students were asked to circle "yes" or "no" in response to probing statements. A "yes" response indicated positive

self-esteem and a "no" response indicated low self-esteem. Table 5 shows the results of the pre and post self-esteem inventory.

Table 5

Comparison of Pre and Post Self-Esteem Inventory

	No. of self-esteem statements	No. of students surveyed	Total responses	Positive responses	Negative responses	Percentages
1990-91	20	30	600	50	550	8%
1991-92	20	30	600	600	0	100%

In addition to the pre and post self-esteem inventory, each of the 30 students wrote a one page essay describing how the practicum activities raised their self-esteem. Each student read his/her essay to the group. Each essay was graded according to the essay evaluation form (see Appendix G).

There were seven categories. Each of the categories was evaluated using a scale of 1 to 5 (5=outstanding. 4=excellent, 3=good, 2=satisfactory, and 1=poor).

The average score on each essay was 4, which indicated that each student's self-esteem had improved. Table 6 shows the results of the students' average score.

Table 6

Results of Students' Essay Evaluation

Number of students	Number of students receiving 5's	Number of students receiving 4's	Number of students receiving 3's
30	5	24	3

The writer's expectations were realized through the accomplishment of a practicum goal and four objectives. Teachers, students, parents and the community were given the opportunity to play a meaningful role in the socialization/education of black students in grades 9, 10, and 11.

This practicum project utilized several methods which addressed the unique needs and characteristics of black youth. It was housed in an environment that they could relate to and conducted in the language they understood and by people they trusted and could relate to. This project utilized minority faculty members as well as other minority professionals as leaders and role models.

Discussion

The writer embarked upon an innovative program to increase black student participation in school clubs and extracurricular activities. Traditionally, methods

to increase black student participation in clubs and extracurricular activities at the writer's school were nonexistent. To address the unique needs of black students, the writer's practicum project proved to have been a success in relation to its goal. The students concluded that they not only learned new skills, but felt confident enough to share those newly found skills with their friends and family members.

The project made other important impacts on the participants and the school community. These students became members of school clubs and became more community minded. They interacted with members of other clubs and participated in activities sponsored by the school.

Teacher-sponsors in the building were enthusiastic and motivated to encourage black student participation in school clubs and extracurricular activities when they saw the enthusiasm of the project participants. Parents were encouraged by the faithfulness of their youngsters in attending practicum activities. A very positive relationship developed among the school administration and the writer, and among the parents, students, and faculty club sponsors. This collaboration, the writer feels, can open the door for solving other similar problems.

The results confirmed the writer's expectations that black student participation in school clubs and extracurricular activities can be increased utilizing methods which address the unique needs and characteristics of black youth. Based on the results, all objectives were achieved.

A review of the literature reveals that others have met similar positive results in utilizing the solution strategies chosen by the writer. Rodriguez (1989) implemented a training program which sought to increase minority participation

in clubs and cocurricular activities, and developed and implemented a program to enhance self-esteem and academic achievement. The results were found to be positive. In comparison to the work of Rodriguez, this writer achieved similar positive results.

Since the goal and objectives were met, several implications became obviously apparent. School administrators, teachers, parents, and the community are very acutely aware that today's youth (black, Hispanic, etc.) live in a rapidly changing and demanding world. They need to be prepared through quality education to assume the responsibilities of an adult world. In this respect, extracurricular activities and clubs play an important role in the total educational process. There is not only a strong correlation between student involvement in clubs and extracurricular activities at the high school level and adult nonacademic achievement in later life, but this program also provides opportunity for socializing and better human understanding. Active involvement in clubs and extracurricular activities contributes positively to the student.

The most important implication flowing from the success of this practicum is the administration's desire to continue the program with incoming black students at the ninth grade level.

The writer experienced only one unanticipated outcome that is very positive and helped in the success of this practicum. This outcome was the extremely high level of interest shown by the administration, teachers, parents, students, and the community. All of them went beyond the initial request made of them to ensure the success of the writer's practicum project.

The writer does believe that the goal of the practicum to increase black student participation in school clubs and extracurricular activities was

successful. The preorientation meetings with each club president and teacher-sponsors, guest speaker presentations, parent and community involvement activities, and self-esteem enhancement activities were vehicles for presenting information. This conclusion can be drawn from the above discussion, and because all four objectives were met and, in some instances, above expectation.

Recommendations

In conferring with other educators, community leaders, and parents, the writer has been informed that the problem is not an isolated one. Therefore, the results gained from this practicum could be an exemplary plan for other schools. A recommendation to other schools with this type of problem is to recruit the assistance of respected black leaders who are already sensitive to the needs of their race and are committed to providing services to black children and youth. A second major recommendation to other professionals considering this type of approach to increasing black student participation in school clubs and extracurricular activities is to design a program which addresses the specific and sometimes unique needs of black students. A third major recommendation is to involve as many groups (parents, students, teachers, district personnel, school administrators) who are directly or indirectly impacted by the problem in the solution process. A fourth recommendation is to use the writer's practicum or some other model to provide black students with the skills and proficiencies needed to enhance their self-esteem.

Dissemination

This practicum project can easily be disseminated and replicated. High school faculty, activities directors, and club sponsors could be inserviced to the methods and procedures used. Most high schools have extracurricular clubs; therefore, the basic mechanisms are in place. The key is to use these mechanisms in a new manner and for a new purpose.

Plans for dissemination include sharing the results of this practicum with other area high schools. The results of the program will be shared with the writer's principal and coworkers. A brief overview of this practicum will be given by the writer to the local school advisory council and also to each high school activities director. A copy of this practicum will be made available to all interested persons.

It appears that this practicum was just the beginning; therefore, ongoing information will be a regular part of the writer's school newspaper that is distributed four times a year.

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APPENDIX A

PRE-EXTRACURRICULAR ACTIVITY SURVEY

PRE-EXTRACURRICULAR SURVEY SHEET

Please indicate with a check in the appropriate box if you are a member of the following clubs:

		Yes	No
1.	Band Council	❑	❑
2.	DECA	❑	❑
3.	Drama Club	❑	❑
4.	Eaglettes	❑	❑
5.	FBLA	❑	❑
6.	Flagline	❑	❑
7.	FCA	❑	❑
8.	French Honor Society	❑	❑
9.	JROTC - Color Guard	❑	❑
10.	JROTC - Drill Team	❑	❑
11.	JROTC - Bushmasters	❑	❑
12.	JROTC - Rifle Team	❑	❑
13.	Key Club	❑	❑
14.	Math Club (Mu Alpha Theta)	❑	❑
15.	National Honor Society	❑	❑
16.	Spanish Honor Society	❑	❑
17.	Varsity Club (Lettermen)	❑	❑
18.	Youth in Government	❑	❑
19.	S.T.A.N.D.	❑	❑
20.	Environmental Club	❑	❑
21.	Interact	❑	❑
22.	Student Council	❑	❑
23.	Hi-Y	❑	❑

APPENDIX B

ACTIVITIES DIRECTOR'S MASTER STUDENT PARTICIPATION RECORD
1991-92

NAPLES HIGH SCHOOL

MASTER STUDENT PARTICIPATION RECORD, 1991-92

Ethnic Group	Number of Students	Number of Student Participants
White	886	672
Hispanic	199	206
Asian	62	38
American Indian	12	8
Black	90	60
Totals	1,249	904

APPENDIX C

ACTIVITIES DIRECTOR'S MASTER STUDENT PARTICIPATION RECORD
1990-91

NAPLES HIGH SCHOOL

MASTER STUDENT PARTICIPATION RECORD, 1990-91

Ethnic Group	Number of Students	Number of Student Participants
White	886	575
Hispanic	199	98
Asian	62	38
American Indian	12	8
Black	90	9
Totals	1,249	720

APPENDIX D

POST-EXTRACURRICULAR ACTIVITY SURVEY

POST EXTRACURRICULAR SURVEY SHEET

Please indicate with a check in the appropriate box if you are a member of the following clubs:

		Yes	No
1.	Band Council	❑	❑
2.	DECA	❑	❑
3.	Drama Club	❑	❑
4.	Eaglettes	❑	❑
5.	FBLA	❑	❑
6.	Flagline	❑	❑
7.	FCA	❑	❑
8.	French Honor Society	❑	❑
9.	JROTC - Color Guard	❑	❑
10.	JROTC - Drill Team	❑	❑
11.	JROTC - Bushmasters	❑	❑
12.	JROTC - Rifle Team	❑	❑
13.	Key Club	❑	❑
14.	Math Club (Mu Alpha Theta)	❑	❑
15.	National Honor Society	❑	❑
16.	Spanish Honor Society	❑	❑
17.	Varsity Club (Lettermen)	❑	❑
18.	Youth in Government	❑	❑
19.	S.T.A.N.D.	❑	❑
20.	Environmental Club	❑	❑
21.	Interact	❑	❑
22.	Student Council	❑	❑
23.	Hi-Y	❑	❑

APPENDIX E

PRE AND POST STUDENT POLL--KNOWLEDGE OF SCHOOL CLUBS

PRE AND POST STUDENT POLL--KNOWLEDGE OF SCHOOL CLUBS

		Yes	No
1.	Are you aware of all of your school's clubs?	❑	❑
2.	Did the club's organization program increase your knowledge?	❑	❑
3.	Would you like the club orientation program to continue?	❑	❑
4.	Are you willing to share your knowledge about each club with one of your peers?	❑	❑
5.	As a result of your knowledge, do you think you will become a member in one or more of these clubs?	❑	❑

APPENDIX F

PRE AND POST GENERAL SELF-ESTEEM INVENTORY

PRE AND POST GENERAL SELF-ESTEEM INVENTORY

1.	I feel good about myself.	❑	❑
2.	I wish I were different.	❑	❑
3.	My hair is nice.	❑	❑
4.	I am looking good.	❑	❑
5.	I am disappointed in myself.	❑	❑
6.	My family is disappointed in me.	❑	❑
7.	I worry a lot.	❑	❑
8.	I stay with something until I finish it.	❑	❑
9.	I am good in my school work.	❑	❑
10.	I forget what I learn.	❑	❑
11.	I like dancing.	❑	❑
12.	I like playing basketball.	❑	❑
13.	I dislike meeting new people.	❑	❑
14.	I do only enough work to get by.	❑	❑
15.	I allow others to think for me.	❑	❑
16.	I am reluctant to participate in class discussions.	❑	❑
17.	I am creative.	❑	❑
18.	I do not like other people.	❑	❑
19.	I like playing football.	❑	❑
20.	I like being invited to someone's house.	❑	❑

APPENDIX G

ESSAY AND TAPE RECORDING EVALUATION FORM

ESSAY AND TAPE RECORDING EVALUATION FORM

ESSAY

Name Date Title

Instructions: There are seven categories listed below. You will be rated on each of the categories using a scale of 1 to 5:

5=Outstanding 4=Excellent 3=Good 2=Satisfactory 1=Poor

		Points
I.	Presentation (eye contact, posture, voice inflection and volume, fluency)	_____
II.	Pronunciation/enunciation	_____
III.	Pace	_____
IV.	Thoroughness	_____
V.	Maintains group interest	_____
VI.	Organization	_____
VII.	Expression	_____
	Total	_____

TAPE RECORDING

Name Date Title

Instructions: There are four categories listed below. You will be rated on each of the categories using a scale of 1 to 5:

5=Outstanding 4=Excellent 3=Good 2=Satisfactory 1=Poor

		Points
I.	Presentation (eye contact, posture, voice inflection and volume, fluency)	_____
II.	Pronunciation/enunciation	_____
III.	Pace	_____
IV.	Thoroughness	_____
V.	Maintains group interest	_____
VI.	Organization	_____
VII.	Expression	_____
	Total	_____

APPENDIX H

TEACHER-SPONSOR ORIENTATION SCHEDULE

TEACHER-SPONSOR ORIENTATION SCHEDULE

J. Edwards	Band Council	April 16, 1992	Thursday
B. Cecil	DECA	April 16, 1992	Thursday
C. Mitchell	Eaglettes	April 23, 1992	Thursday
B. Spenik	FBLA	April 23, 1992	Thursday
M. Longshore	Flagline	April 30, 1992	Thursday
A. Miller	FCA	April 30, 1992	Thursday
L. David	JROTC Color Guard	May 7, 1992	Thursday
L. Weigle	French Honor Society	May 7, 1992	Thursday
J. Sweatlock	Key Club	May 21, 1992	Thursday
L. David	JROTC Rifle Team	May 21, 1992	Thursday
L. David	JROTC Bushmasters	May 28, 1992	Thursday
L. David	JROTC Drill Team	May 28, 1992	Thursday
N. Brisson	Math Club	May 28, 1992	Thursday
J. Glancy	National Honor Society	May 28, 1992	Thursday
P. Demarest	Spanish Honor Society	June 4, 1992	Thursday
D. Steppling	Youth in Government	June 4, 1992	Thursday
N. Hayes	S.T.A.N.D.	June 11, 1992	Thursday
C. Seibert	Environmental Club	June 18, 1992	Thursday
B. Godley	Student Council	June 25, 1992	Thursday
S. McMonagle	Hi-Y	June 25, 1992	Thursday
N. Hayes	Interact	June 25, 1992	Thursday
F. Witt	Drama	July 16, 1992	Thursday
R. Bently	Varsity Club	July 16, 1992	Thursday

APPENDIX I

STUDENT CONTRACT OF COMMITMENT

STUDENT CONTRACT OF COMMITMENT

I, _____, agree to participate in this special program. I understand that it is to be administered over an eight-month period, and I will be expected to participate in all of the activities that are offered by the program.

I further agree to maintain self-control, be courteous, cooperative, and respectful during these special activities. Additionally, I understand that in order for this program to be successful, I am expected to list my absences from school.

_____ _____

Student Signature Date

APPENDIX J

GUEST SPEAKER SCHEDULE

GUEST SPEAKER SCHEDULE

Mrs. Alma Cambridge	Guidance Counselor	What is Self-Esteem?	April 14, 1992
Mr. Ray Bowers	Educator	Self-Responsibility	April 21, 1992
Mr. Loris King	Doctor	How to Feel Good About Yourself	April 28, 1992
Mr. Larry Word	Accountant	Develop Good Interpersonal Skills	May 5, 1992
Mr. Jerry Primus	Principal	School Involvement: Is it Important?	May 12, 1992
Mr. Charles Lee	Police Officer	Conflict Resolution: Its Impact on Positive Self-Esteem	May 19, 1992
Mrs. V. Shoemaker	Businesswoman	The Importance of Good Work Ethics and Their Impact on Self-Esteem	May 26, 1992
Mr. William Allister	Businessman	What is Cooperation?	June 2, 1992
Mrs. Valerie Williams	TV Anchor Woman	The Importance of a Positive Self-Image	June 9, 1992
Mrs. Linda Wynn	Guidance Counselor	Coping with Peer Pressure. Getting Along Without Going Along	June 30 and July 7, 1992
Dr. Thomas Richey	Superintendent of Schools	Extracurricular Activities: Are they Important?	July 14, 1992
Dr. Dan White	Principal, Naples High School	Student Involvement in the Total School Program	July 21, 1992
Mr. Paul Muentzer	City Councilman	Student Government	July 28, 1992
Dr. Ann Knight	City Councilwoman	Why are Student Activities Important?	August 14, 1992
Miss Kimberly Long	Architect	Interpersonal Skills in the Workplace	October 6, 1992
Mrs. Marie Snow	Educator	How to Keep Positive Self-Esteem	October 13, 1992

APPENDIX K

PARENT PERMISSION LETTER

PARENT PERMISSION LETTER

To the Parent(s) of _____

You child has been selected to participate in a special program at his/her school. This program is designed to increase black student participation in clubs and extracurricular activities. This program will require your child to participate in various group activities for the duration of the program, which is eight months.

I/We, _____, give our son/daughter, _____, permission to participate in this special program. I/We fully understand that my/our child is expected to participate in all of the activities. Additionally, I/we understand that my/our child is expected to be courteous, cooperative, and exercise self-discipline at all times.

_____ _____

Signature of Parent or Guardian Date

APPENDIX L

SCHOOL CLUBS AND ORGANIZATIONS

SCHOOL CLUBS AND ORGANIZATIONS

1. Band Council
2. DECA
3. Drama Club
4. Eaglettes
5. FBLA
6. Flagline
7. FCA
8. French Honor Society
9. Hi-Y
10. JROTC Color Guard
11. JROTC Drill Team
12. JROTC Bushmasters
13. JROTC Rifle Team
14. Key Club
15. Math Club
16. National Honor Society
17. Interact
18. Spanish Honor Society
19. Varsity Club
20. Youth in Government
21. S.T.A.N.D. Club
22. Environmental Club
23. Student Council

APPENDIX M

GUEST SPEAKER TOPICS

GUEST SPEAKER TOPICS

1. What is Self-Esteem?
2. Self-Responsibility
3. Cooperation
4. How to Handle Peer Pressure
5. What are Interpersonal Skills?
6. What is Cooperation?
7. The Importance of Good Work Ethics and the Impact on Self-Esteem
8. How to Feel Good About Yourself
9. School Involvement: Is it Important?
10. Conflict Resolution, its Impact on Positive Self-Esteem
11. Why Student Activities are Important
12. Interpersonal Skills in the Workplace
13. How to Keep Positive Self-Esteem
14. Student Government

APPENDIX N

PARENT INVOLVEMENT STRATEGIES

Come and Join in the Fun!

WHAT: **Learn More About Your Child's School Extracurricular Activities**

WHEN: **Mondays**

WHERE: **Room 44, Naples High School**

TIME: **7:00 p.m. to 8:00 p.m.**

ALL THAT YOU NEED ARE:

A Listening Ear and a Talking Tongue

FREE WEEKLY DOOR PRIZES

REFRESHMENTS

APPENDIX O

SUGGESTED NAMES FOR SCHOOL LEADERSHIP CLUB

SUGGESTED NAMES FOR SCHOOL LEADERSHIP CLUB

1. The Leadership Club
2. Lettermen's Club
3. Alpha Beta
4. Mu Theta
5. Excelsior

APPENDIX P

CONFLICT RESOLUTION STEPS

CONFLICT RESOLUTION STEPS

I. Define the problem in terms of needs.

II. Brainstorm possible solutions.

III. Select the solution(s) that will meet both (all) parties' needs and check possible consequences.

IV. Plan who will do what, where, and by when.

V. Implement the plan.

VI. Evaluate the process and the solution.

APPENDIX Q

SUGGESTED LEADERSHIP WORKSHOP TOPICS

LEADERSHIP WORKSHOP SUGGESTED TOPICS

1. How to run a meeting
2. How groups work together
3. Creating a working climate at a meeting
4. Characteristics of a successful group
5. Leadership styles
6. Communication skills
7. Skills for making group decisions
8. Parliamentary procedure
9. Building leadership skills
10. Resolving conflicts and problem solving
11. Defining roles of club officers
12. Evaluating a group/club
13. Sharing leadership
14. Understanding body language
15. Effective listening skills
16. Defining/understanding a club's expectations
17. Learning management
18. Understanding commitment

APPENDIX R

FIVE WORKSHOP TOPICS

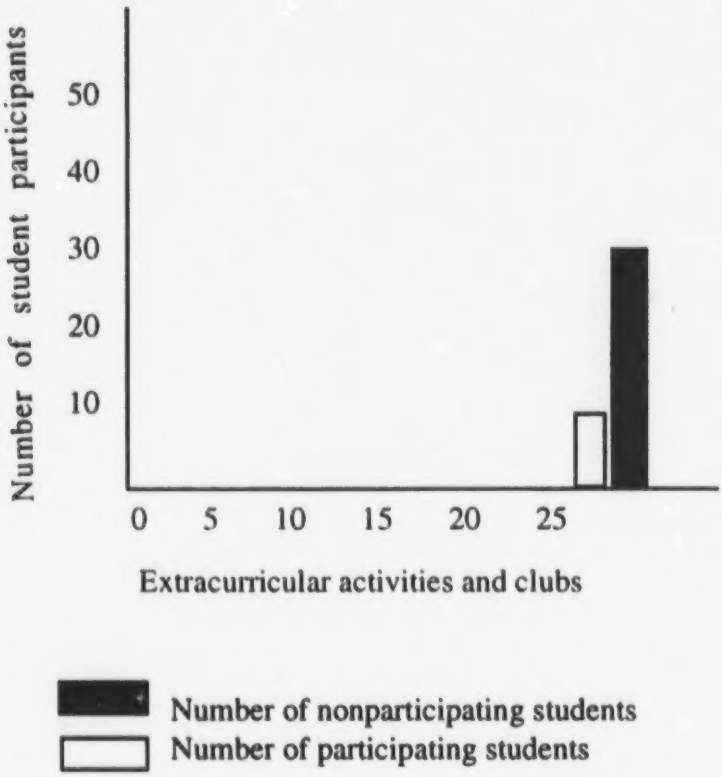
FIVE WORKSHOP TOPICS

1. Leadership styles
2. Communication skills
3. Sharing leadership
4. Defining/understanding a club's expectations
5. Understanding commitment

APPENDIX S

GRAPHIC ANALYSIS OF STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND CLUBS BEFORE PRACTICUM IMPLEMENTATION

GRAPHIC ANALYSIS OF STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND CLUBS BEFORE PRACTICUM IMPLEMENTATION



APPENDIX T

GRAPHIC ANALYSIS OF STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND CLUBS AFTER PRACTICUM IMPLEMENTATION

GRAPHIC ANALYSIS OF STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND CLUBS AFTER PRACTICUM IMPLEMENTATION